



700 Governors Drive
Pierre, SD 57501-2291

T 605.773.3134

F 605.773.6139

www.doe.sd.gov

Positive Behavior Interventions and Supports (PBIS) in South Dakota

June 2006

Introduction

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. (See www.pbis.org for more detailed information about PBIS.)

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning.

This document outlines the plan for systematic statewide implementation of PBIS in school and early childhood settings. The PBIS Leadership Team began conceptualizing this plan in April 2006 and has provided advice and input concerning the best approach for implanting PBIS across SD. The SD PBIS Leadership Team is comprised members who represent Mental Health, Head Start, ESA, School Psychologists, Division of Developmental Disabilities, Special Education Directors, Higher Education, Parents, and the Department of Corrections. The primary purpose and role of the SD PBIS Leadership Team is to serve as advisors. In this role, members review products and provide input, review evaluation data, analyze data, raise critical questions and suggestions for improvement, make connections with policy makers to generate support as needed, and to generate political and public support by sharing information with representative groups.

The SD PBIS Implementation Plan

Vision

A vision draws a picture of the desired future. With this in mind, the vision for the South Dakota Positive Behavioral Interventions and Supports Implementation Plan is as follows:

Across SD communities and schools work together to ensure healthy and safe living and learning environments for children and youth. All stakeholders work toward a unified, sustainable local system that supports school and community implementation of PBIS. Data is systematically collected, analyzed and used to guide and plan for effective changes that lead to positive social emotional and academic development.

Goals

The more immediate goals of the SD PBIS Implementation Plan are as follows:

1. Create local systems that support and sustain implementation of PBIS in school and community settings.
2. Create awareness and shared language for addressing the social/behavioral needs of children and youth.
3. Use a data collection/management system that provides reliable and easily accessible data to assist in evaluation and decision-making.
4. Develop a state wide system of professional development (including trainers and coaches) to support the implementation of PBIS.
5. Incorporate PBIS within coursework offered through institutions of higher education.
6. Attain political recognition and support.

Expected outcomes for PBIS schools/districts

As schools and districts implement systems and strategies of PBIS, they are expected to attain both immediate and long-term outcomes.

Immediate Outcomes – those things that are expected to result soon after PBIS is implemented and continue to be evident as PBIS is sustained over time.

An increase in:

- Appropriate behavior,
- Student achievement,
- Parent/guardian satisfaction and positive reports about their child's school as reflecting a safe environment,
- Feelings of safety and positive environments in schools,
- Involved community partners, and
- Use of data in making programmatic decisions.

Long-term Outcomes – those effects that are expected over time as PBIS is implemented in many schools and communities. These effects are more difficult to show a direct causal relationship and yet PBIS is expected to play a contributing role.

- An increase in the graduation rates across South Dakota.
- A decrease in the number of students placed in out of district placements due to behavior issues.
- An increase in the positive behaviors exhibited by students in the community.
- An increase in the number of functional systems of support in communities.

Plan of Action

SD Department of Education Commitment

As a result of reviewing data for the State Performance Plan and listening to district requests for technical assistance and training, South Dakota's Special Education Programs recognized the need for a state wide behavior initiative and is committed to supporting local implementation of PBIS. To this end the SD DOE commits to:

- Funding for training to include:
 - Trainer fees and travel
 - Training facility or rental
 - Costs associated with building the state's capacity for assuming and maintaining on-going professional development.
- Assigning the role of PBIS coordinator as a major responsibility of up to one FTE.
- Paying annual fees and training costs for schools who choose to use SWIS, for a minimum of three years.
- Providing grants of \$2,000 to \$5,000 to local districts to help off-set some of the implementation costs. Grant amounts will be determined based on the number of participating schools within a district and travel distance required to attend training events.

- Collecting data to evaluate and demonstrate the benefit of PBIS. Data will be used for reporting to a variety of constituents including OSEP through the State Performance Plan, local schools, the school board, and the public.

District Commitments

- Assign/Identify administrative support and coordination at the district level.
- Support district coordinator participation in training with school teams.
- Ensure the coach function is assigned and supported fiscally. Contact state coordinator to discuss various options for ensuring coach function is assigned. (See page four for more information about the Coach function.)
- Ensure requested evaluation data are collected and submitted.
- Ensure administrative support at all levels of the district (i.e., school board, superintendent, principal, etc.)

School Commitments

- Participating schools will make PBIS one of the top three school improvement goals until the program is fully implemented and self sustaining.
- Administration will demonstrate 100% buy-in for PBIS implementation and program sustainability.
- At least 80% of all school staff will demonstrate buy-in and support for program sustainability.
- All school staff will be involved in supporting the behavioral or social/emotional development of children and youth within the school.
- The school level team will attend at least two trainings per year to learn how to be a supportive structure within their school as well as learn new strategies which will benefit students at all three levels.
- The school level team will meet at least two times per month to plan and support school staff and the strategies being implemented.
- School staff will ensure that evaluation data are collected and submitted in a timely manner.
- The school level team will analyze the data and utilize the findings to guide staff in the implementation of PBIS.
- Each participating school will work with a PBIS Coach who will provide leadership to the school level team as well as the rest of the school staff.

Coach Commitments/Role

The purpose of establishing a state-wide network of behavior support coaches is to create a core group of highly skilled school professionals who have:

- Fluency with PBIS systems and practices,
- Capacity to deliver a high level of PBIS technical assistance, and
- Capacity to support teams in their efforts to implement PBIS practices and systems.

To be considered a coach, the professional should:

- Be employed or contracted for service by the district that is sending a school team with the intent to implement or expand PBIS during the following school year;
- Agree to attend all trainings with the team;
- Have an agreement with the district to serve as a coach;
- Agree to provide coaching support for one to three schools;
- Be capable of working with each school team leader to provide technical assistance in maintaining necessary records and progress reports to implement and support PBIS;
- Be willing to work with community based agencies and services; and
- Be capable of providing and/or facilitating ongoing follow-up activities as identified and needed by the school team.

Individuals being considered as Coaches should have the following experiences and skills:

- Ability to conduct small group training sessions with adults;
- Familiarity with typical classroom structures, operation, policies etc.;
- Familiarity with general behavior and instructional management and curriculum;
- History of consistent follow-through with tasks;
- Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators);
- Ability to facilitate team meetings; and
- Basic to intermediate computer skills.

More specific coach functions include:

- Providing support to the PBS Leadership Team meetings and subcommittees.
- Ensuring the collection, organization, and submission of evaluation data from schools at appropriate times for inclusion in the state-wide report.
- Serving as a resource or mentor to schools interested in PBIS, as available.
- Providing training on PBS, as appropriate.

Districts are encouraged to explore a variety of approaches to provide the coach function. Districts may contact the State Coordinator to discuss strategies for assigning the coach function.

District and School Selection

Each year announcement letters and applications will be sent to each District Superintendent with copies to the Special Education Directors and School Principals. Districts that have identified behavior as a primary goal for improvement will identify schools where behavior is an issue and there is commitment to address this issue. If a district or school is unsure and would

like more information about PBIS, arrangements can be made to provide such information. When the school staff has reviewed and agreed to the commitments, the application should be completed and submitted. At a minimum, the application will include the following:

- Assurances that commitments are in place including fiscal resources;
- A description of the need or the rationale for participation;
- School name and contact information,
- Sign off page to include: Superintendent, School Board President, Administrative Coordinator, Principals of schools that will be participating; and
- Demographic information (school size, population).

The timeline for applications will be as follows:

On-going – awareness presentations and activities

March – Letter of invitation sent to School Superintendents

Mid-April – Applications received and reviewed by State Leadership Team

May – Acceptance letter sent to schools selected for participation

Training Plan

A set training curriculum will be provided to all participating school teams that will include the following components:

- Systems change that develops system capacity to support and sustain the change needed to produce long-term positive outcomes;
- Effective disciplinary principles and practices;
- Data-based decision making and evaluation of instructional strategies and curriculum components; and
- Application of research-validated instruction and behavior management practices.

Training provided by the SD Department of Education will include the following:

Year One to mean the first year a school participates in the project:

- One day orientation for assigned coaches
- One three-day training for school teams that includes practice and action planning
- One day of coaches training

Year Two to mean the second year of a school's implementation cycle:

- Booster training designed specifically from data on progress as determined by the completion of the Benchmarks of Quality.
- Follow-up with coaches.

Year Three and on-going

- Implementers forum designed for schools to showcase what is happening and to share and learn from each other
- Training on secondary and tertiary applications

One of South Dakota's priorities is to become a state that can self sustain the PBIS initiative. In order for this to be possible, we are looking for people to become in-state trainers. Below are the steps to becoming an in-state trainer.

- Observe during the first training (July 25-27) provided by out-of-state trainer Don Kincaid.
- Work with a team as a coach or collaborate with a team's coach for the first year.
 - Attend up to two meetings a month with the team (some phone or DDN use is permitted).
 - Attend monthly coaches meetings (some phone or DDN use is permitted)
- During the second year, work collaboratively with Don Kincaid at the second cohort of schools initial training by presenting the material. Don will provide mentoring and feedback throughout the time.
- Certification may be given at the completion of the second year's training if all requirements are met. At this time, you will be able to work with the Department of Education in setting up contracts for training schools accepted through the PBIS application process.

District and School Teams

The District Coordinator will participate with school teams in at least one full cycle of training. This ensures that there is district understanding and support for implementation and sustainability at the school level.

Training is designed for school leadership teams. School leadership team membership must include

- School principal or key administrator in charge of discipline for larger schools,
- General education teacher, and
- Special education teacher with expertise in area of behavior.

Other team members might include:

- Counselor, school psychologist, or school social worker,
- Support staff (e.g., paraprofessionals, cafeteria, bus, library, or office staff), and
- Parent(s).

School leadership team members are expected, in turn, to ensure that the information is shared with all school staff. Team training will be designed to include the following areas:

- Features of the PBIS approach;
- Practices and systems essential to implementing PBIS;
- Components and operations of school-wide discipline systems;

- Ways to collect and analyze data;
- Strategies for involving parents and other community partners;
- Strategies for addressing more intense needs of students with behavioral issues and concerns; and
- Strategies for sustaining school-wide implementation over time.

Coaches

Coaches will attend all training events with their assigned school team. In addition, coaches will receive an additional ½ to full day of training with a focus on enhancing in-depth skills and knowledge in the following areas:

- Features of the PBIS approach,
- Practices and systems of the PBIS approach,
- Components and operations of school-wide discipline systems,
- Fundamental classroom and behavior management strategies,
- Ways to collect and analyze data for decision making,
- Approaches to strategies problem solving and decision making,
- Effective high intensity assessment and intervention strategies for students with severe problem behavior,
- Methods of professional development and in-service training, and
- Strategies for providing technical assistance and on-going training/support.

EVALUATION

Data collected by the State, District and School Teams will drive the decision-making process and assist in the continued development of PBIS. Whenever possible the SD DOE will use data currently collected to inform stakeholders of the progress of those schools and districts that have implemented PBIS.

The SD DOE Federal Programs and Special Education Units will work with the Data Unit to develop a PBIS data collection plan for participating districts/schools that will utilize data already collected for either school or state use to eliminate undue burden on the participating schools. The SD DOE will collect and analyze relevant PBIS data annually. The state, district and school teams will use the data to demonstrate effectiveness and/or make revisions and adjustments to the appropriate plans.

The PBIS State Leadership Team will collect and analyze data from participating schools and publish the summary of findings, at least annually, to demonstrate the effectiveness of this initiative. Data analysis will drive adjustments or revisions to plans as needed. The evaluation plan will focus on five critical questions:

1. To what degree are schools implementing School-wide PBIS? To what degree are PBIS components in place?

2. What changes in behavior are evident where PBIS is implemented?
3. What changes in academic performance are evident where PBIS is implemented?
4. Have schools created/maintained positive learning environments since implementing PBIS? (Safe school evaluation forms may be used.)
5. Do students, families, teachers, administrators, other school staffs perceive PBIS as feasible and helpful?

Table 1 provides an overview of the evaluation process, including the data to be collected, the data sources and those responsible for the data collection.

Table 1
Evaluation Data Collection Matrix

Evaluation Question	Data Needed	Data Source	Person(s) Responsible	When
To what degree are schools implementing School-wide PBS?	Information about the schools use of PBS	<ul style="list-style-type: none"> ▪ Florida Benchmarks of Quality Checklist ▪ Team implementation checklist 	<ul style="list-style-type: none"> ▪ School Teams and Coaches ▪ School Team 	<p>Annually</p> <p>Quarterly</p>
What changes in behavior are evident where PBIS is being implemented?	Behavior Data	<ul style="list-style-type: none"> ▪ Office referrals (as collected using SWIS) ▪ Suspension/expulsion data, both in-school and out-of-school suspension ▪ Attendance ▪ Referrals for special education evaluation or alternative setting 	<ul style="list-style-type: none"> ▪ School Team 	<p>The school will collect data on an ongoing, daily basis.</p> <p>The school will submit data to the State Leadership Team.</p>
What changes in academic performance are evident where SPBS is being implemented?	Reading and Math Performance	<ul style="list-style-type: none"> ▪ State assessment results ▪ District assessment results (if different from State) 	<ul style="list-style-type: none"> ▪ Management Team ▪ School Team 	<p>Annually</p>
To what degree do students, families, and school staff perceive the school to be safe and PBIS as helpful?	School Safety Environment	<ul style="list-style-type: none"> ▪ School Safety Survey ▪ Additional questions if needed 	<ul style="list-style-type: none"> ▪ School Team 	<p>Annually</p>